

Three American Voices Peer Editing Guide



Follow the Golden Rule

- Give your partner the quality of feedback you hope he or she gives you.

Introduction

- Does the author give some kind of introduction to this piece?
- The authors and the works being discussed should be mentioned.
- Also, this might be a good place to mention the literary devices that are being explored in these works.

Quoting a Poem or a Song

- When quoting from a poem, use the following format.
- In his poem, Langston Hughes writes, “They send me to eat in the kitchen / When company comes. / But I laugh” (“I, Too,” 3-5).

In-Text Citations

- Is the passage properly introduced or blended?
- Does it follow proper MLA format: page number, author's last name, etc.?
- Here is a link to using in-text citations:
<https://owl.english.purdue.edu/owl/resource/747/02/>

Quality of Quotations

- Do the passages from each text give the writer a lot to analyze; that is, does the passage have a lot of depth?
- Does each passage actually prove the idea that the writer is attempting to make?
- Could the author cut or add to the passage to make it best prove his or her point?
- Can you think of a stronger passage from the reading to suggest to the writer?

Analysis of Textual Evidence

- After textual evidence is given in the essay, does the author fully explain how the evidence proves his THESIS. (This is Level 4 thinking: Analysis.)
- Does the author 'unpack' the quotation by pointing to specific diction from the passage?
- Should the author add to her explanation to strengthen her argument?
- Should the author cut part of his explanation to strengthen his argument?
- This is really the bulk of the grade, so make it great.

Summary vs. Analysis

- Are the body paragraphs packed with analysis of the text as opposed to simply retelling what happened in the story?
- If any sections feel like simple summary, either cut them or shorten them considerably to get to the analysis.
- Don't explain what happened, explain your interpretation of what happened.
- Remember: Summary can be used appropriately when it's used to give context to your reader.

Literary Elements

- Is it clear which literary elements the writer is focusing on?
- Does the author weave these terms into her analysis of the quotations?
- Could the writer add anything to help make the use of literary elements stronger?
- Are there any literary elements that could be added to the dialogue?

Organization of Dialogue

- After reading through the dialogue, do you feel that the writer has logically organized her or his evidence in the right order?
- Do you have any suggestions on how to better organize the dialogue?
- Does the writer organize the dialogue in a way that best represents and analyzes the works from both authors?

Conclusion

- Does the writer wrap up this conversation in some way?
- This is a good place to drive home major points that were made throughout.
- It's also a good place to mention the literary devices that were explored throughout the dialogue.

Grammar and Clarity

- Is the essay generally free from simple grammatical mistakes: its/it's, their/they're/there, to/two/too, then/than, your/you're, a lot/allot, misplaced apostrophes, capitalization of proper nouns, etc.
- Are the sentences clearly written? Do they all SOUND right? If they don't SOUND right, they aren't right!
- Are there any run-ons or sentence fragments?
- **Did the author have someone other than her/himself proofread the essay?**

Sentence Variety

- Did the author use any semicolons and colons?
- Are they used correctly?
- Are the length of her sentences varied in a way that creates voice and rhythm to the writing?
- Is the writing engaging, or are the sentences monotonous and boring?

Diction

- Does the author use any vague words: things, something, stuff, etc.?
- Does the author use any words incorrectly? (This can often happen when a writer is trying to sound smart or when a writer uses a thesaurus without care.)
- Is the writer attempting to take his writing to the next level with strong diction?
- Where could the writer use stronger diction?

Voice and Tone

- Since this isn't a formal academic essay, the writer didn't need to use a high-falutin' formal voice; however, it is still an academic assignment.
- Does the author use an appropriate tone that both engages the reader and establishes a tone of authority? This is especially important during moments of analysis.

A Final Word

- Did the author follow all of the criteria of the assignment?
- Double check the assignment handout to check if the author has included all parts of the assignment.